

Pupil premium strategy statement 2021 to 2024 – reviewed December 2023

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bearpark Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	56% 47 children PP 2 Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022, November 2022 and December 2023
Statement authorised by	Mr J Teasdale COG
Pupil premium lead	Mrs J Clements HT
Governor / Trustee lead	Rev. Alan Bartlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,000 (figure based on January 2021 Census) £49,860 based on allocation table For 23/24- £68,385 PP and £670 Service= £69,055 £1455 per child and £335 for service pupils £2530 LAC/PLAC
Recovery premium funding allocation this academic year	2021/22 £ 7,395 £145 per pupil 2022/23 £4386 £ 5,265 School-Led Tutoring 2021/2022 2022/23- School Led Tutoring not being used

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,860

Part A: Pupil premium strategy plan

Statement of intent

2021/2022: In Bearpark Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

2022/2023: This year, we continue the intent as set out above, adding the following:

- Ambitious end points for all of our children
- Adapting provision to ensure that **all** children are accessing a full curriculum
- Effective use of the academic mentor
- Ensuring participation in breakfast club and enrichment clubs
- Parent Learn courses and support groups, including Early Help

2023/2024: This year, we continue the intent that has been set out above, ensuring that all of our pupils have full curriculum access.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional resilience and emotional regulation of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
2	A high percentage of pupils arriving at school are unable to access their learning due to their emotional needs and home life issues, including not having had breakfast.
3	A high proportion of pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is poor. This means they need to make more progress than their peers to catch up.
4	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
5	Less engagement in supporting children with their reading means that staff have to ensure there are opportunities in school to support reading and develop a love of reading.
6	Due to low starting points in verbal communication and language, some disadvantaged pupils struggle to meet the expected standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
7	Level of deprivation means that many of our pupils have limited life experiences to draw upon to enrich their learning and understanding.
8	Less engagement in online learning by some pupils has resulted in wide- ranging gaps in basic skills in both Maths and English therefore making it difficult for them to access their learning effectively.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve emotional resilience and emotional regulation for all pupils through use of TA support and focused interventions	Intervention and lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours
Children are effectively supported through high quality intervention and care from teachers and assistants who are following advice from external agencies in order access their learning effectively	Fewer children are disengaged in lessons and reluctant to begin their day

Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2023
Improve the overall attendance of PP children and reduce the number of persistent absentees across all key stages	There are increased attendance rates for Pupil Premium children Percentage of persistent absentees is at least in line with National Average
Increase engagement with parents to support the development of reading at home to support the bottom 20% of readers across school	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023
End of year assessments confirm that increased proportions of disadvantaged pupils meet the standard	Percentage of PP pupil meeting the expected standard improves from 2023
Provide children with a wide range of enrichment activities to ensure they receive a variety of stimulus to enrich their learning	Pupils are able to build on experiences and enrichment to engage in their learning and improve the quality and standard of their work in all areas of the curriculum
Provide a personalised intervention programme for all children with focused additional intervention sessions for some pupils	By the end of the year, gaps in basic skills knowledge in English and Maths will be diminished and this will be evidenced in the classwork and assessments completed by the children

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,888

Activity and cost	Evidence that supports this approach	Challenge number(s) addressed
<p>2021/22: New staff recruited and current staff retained to further support the emotional needs of pupils</p> <p>Class 4/5 split into 2 smaller groups of 14 for 2021/2022</p> <p>1 x 0.5 TA £9,396 1x M2 £27,600 Teacher full time</p> <p>2022/23: 1x TA £25,000 Full Time</p> <p>2023/4: As above plus additional support from another TA £20,000 Full Time</p>	<p>Well-evidenced interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF Teaching and Learning tool kit</p>	<p>1 and 2</p>
<p>All staff to complete further training and bespoke development to support their understanding of the Zones of Regulation as a tool to support children when regulating their emotions to allow effective learning in the classroom.</p> <p>This will also include the Restorative Approach to behaviour management. £500</p> <p>2022/23: Further support for LTS £500</p> <p>2023/24: Further CPD newest staff</p>	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.</p> <p>The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in school-based settings.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p> <p>Cognition Clinics, ASC support, etc.</p>	<p>1</p>
<p>New staff to complete training linked to developing their understanding of the emotional wellbeing and resilience needs of the children to lead effective interventions</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained</p>	<p>1</p>

<p>Additional training fund to meet the ongoing needs of the children £500</p> <p>Specific referrals to specialist agencies- counselling service, EWEL etc.</p> <p>£2000</p> <p>2022/23: Further referrals for service support £2000</p> <p>2023/34: Further referrals and EP/EWEL support</p>	<p>to deliver. EEF Teaching and Learning tool kit</p>	
<p>All staff to complete further training in the effective use of Accelerated reading to support the lower attaining pupils</p> <p>Renewal cost of accelerated reading and training £1,980</p> <p>Specific Resources required to engage pupils £2000</p> <p>2022/23: Further purchases of AR books, linked to pupil requests and interests</p> <p>2023/24: Further resources to embed</p>	<p>Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'</p>	5
<p>All staff to complete Essential Letters and Sounds Phonics training to ensure consistency in the teaching and intervention of phonics across school</p> <p>Cost of training £625</p> <p>Initial cost of scheme £4,000</p> <p>Cost of resources £350</p> <p>TA interventions providing phonic support £2000</p> <p>2022/23: Continued access to training and resources £2000</p> <p>2023/24: Access refresher training and for 1 governor</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). There is some evidence that approaches informed by synthetic phonics may be more beneficial than analytical approaches.</p> <p>ELS is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics</p>	5
<p>To ensure pupils access high quality Nursery provision with a qualified teacher to ensure direct focus on communication and language development skills</p> <p>Cost of Speech and Language link assessment £500</p> <p>Interventions 1:1 £388</p> <p>2022/23: Continued as above</p> <p>2023/24: Continued as above</p>	<p>Evidence from EEF states that 'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five months additional progress. The approach appears to be particularly beneficial for children from low-income families.'</p>	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff to lead phonics groups using ELS Phonics to support the development of Early reading and building of skills (5&6)</p> <p>Additional resources and intervention priced above</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress...</p> <p>ELS Phonics is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics</p>	<p>5 and 6</p>
<p>To diminish the skill gap between reading on-sight words and comprehending a text</p> <p>Lexia currently funded by COL for 2021/2022</p> <p>TA to support this in interventions HLTA for 2 afternoons:</p> <p>Reading intervention cost TA – £1,525</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One.</p>	<p>5</p>
<p>To support the development and links between Maths and English skills alongside the health and wellbeing of the children through engaging pupils in active learning- eg focused forest school</p> <p>£300 for 2 CPD Level 1 leaders)</p>	<p>The impact of Covid-19 on the physical wellbeing is evident in school therefore we are seeking opportunities beyond physical education lessons to increase the activity levels of children. Regular active English and Maths lessons take place throughout school.</p>	<p>8</p>
<p>Purchase appropriate and focused apps and programmes to support the development and retention of basic skills in reading, writing and maths across school</p> <p>Eg: RM Maths, Online baseline (Y3/4 for 2022/2023), spelling apps, AR, Clicker, TT Rockstars, etc.</p> <p>£1000</p> <p>(Need to purchase/update resources for 2022/2023 for</p>	<p>We strive to ensure the apps which they children access are specifically chosen and focus on the needs of the children to develop their understanding</p> <p>A report published by EEF in March 2019 states that 'Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment. But the pedagogy behind it can. So, if those tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app, or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so.'</p>	<p>8</p>

<p>Lexia as COL no longer funding this) : £3000</p> <p>2023/24: £3000 to access Lexia</p>		
<p>Purchase resources to assess and track pupils- identify gaps caused by missed learning, and hold PP meetings to discuss individual progress, attainment and gaps</p> <p>£2000</p>		8
<p>A supply teacher familiar to our school will be tasked to provide tuition for 2 mornings each week</p> <p>(School Led Tutoring Grant to pay 75% of costs) £12,000</p> <p>An Academic Mentor for 2022/23 1x Academic Mentor oncosts £5,000</p> <p>2023/24: No Academic Mentor for this year. TAs will support this work as well as recruitment of apprentice TA</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	5 and 8
<p>Develop the communication and language skills of children in our EY setting and those who are now in Year 1 (Launchpad for Literacy) Training £400</p> <p>Ordering Book Packs for every child to support our curriculum. £500</p> <p>2023/2024: Intensive Interactions training and Makaton Training</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	3

<p>To source and provide experiences to stimulate and enrich the learning of pupils in all areas of the curriculum</p> <p>Half termly enrichment to class linked to topic work, eg Pupil Passports to increase cultural capital £2000</p> <p>Durham Learning resources subscription for topic boxes £2,901</p> <p>Purchase of National Geographic annual subscription for PPG Children. £1000</p>	<p>Research from EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.'</p>	<p>7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further develop and resources interventions to support the emotional wellbeing and resilience of pupils across school</p>	<p>The PPIW's report argues that work on social and emotional learning must be seen as connected with (rather than competing with) the wider priorities of the school.... there is promise that approaches aimed at improving social and emotional skills, far from distracting from academic goals, are actually likely to enhance them if implemented effectively...with a particular focus on support children from disadvantaged backgrounds.</p> <p>EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom</p>	<p>1</p>
<p>To further develop communication and the role of parents supporting education.</p> <p>Stay and Play/Read</p> <p>To monitor and implement strategies to improve attendance and reduce the rate of persistent absentees</p> <p>Attendance Rewards £300</p>	<p>EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes...on average 4 months progress.</p>	<p>4</p>
<p>To support children at the start of the school day to ensure their emotional needs are conducive to promote effective learning behaviour within the classroom</p> <p>Breakfast Club £1000 (partial funding for food from Greggs)</p> <p>Reward Stickers/vouchers £300</p>	<p>EEF study on learning behaviours states that a learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom. EEF learning behaviour work has developed from the rich and diverse evidence base...which suggest that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p>	<p>2</p>

2022/23: Breakfast Club Staffing £7,000		
2023/24: Continue Breakfast Club staffing as above		

Total budgeted cost:

£ 75,085 for 2021/2022

£51,513 for 2022/2023

£70,000+ (once academic mentor commences employment)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that children continue to close gaps in their knowledge. PIRA and PUMA tests give us an effective ways of monitoring children as individuals. This system allows us to identify individual children in all classes who require additional support and development linked to key objectives.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches. (Please see the evaluated document published on the school website.)

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown. A wide variety of teaching resources were used to support the learning of the children when learning at home and following a return to school.

DfE laptops were used to support the learning of the children. Parents and carers were able to request access to devices to support home learning. The children were able to make full use of these devices when returning to school to support their learning and interventions.

Recruitment of additional support staff allowed interventions to be planned and delivered during school closure to support the learning of those working from home and in childcare. Interventions were able to support both the academic and emotional wellbeing of the children on a daily basis. Additional intervention programmes and resources were purchased in summer 2021 to support the needs of the children and the impact of this was evident in their summer assessments.

Our Nursery provision remained open throughout National lockdown in Spring 2021 and the sessions were well attended by the children on roll. The children were able to develop their skills and a learning environment was established to offer the richest learning experiences possible.

Targeted Intervention

Throughout school closure and in the summer term, children were able to access additional reading resources both online and in school. This resource provided children with books linked to their current ability, reading quizzes and analysis of results. Teachers were able to select books appropriate for the children and monitor their progress in line with practices in school.

Phonics screening was completed in Autumn 2020, targeted children were identified and interventions and additional support provided throughout the spring and summer terms. Identified pupils receiving one to one tuition across the summer term made good progress and achieved phonics results in line with national figures 2019.

To further support the communication and language skills of children in our EY setting, focus activities were set during spring 2021 and a particular focus was given to this area in summer 2021. Where progress was limited, referrals were made to relevant agencies to support their development.

Although school trips were unable to take place and visitors to school being restricted, we strived to ensure the children were given experiences to stimulate their learning. Each class took part in a virtual trip linked to their topics and follow up work was completed linked to this. Virtual visitors also joined some classes via computer to share their resources and enrich the learning experience of the children. Children in all classes shared their enthusiasm for these experiences and feedback was positive from all children.

Wider Strategies

All staff supported parents and carers to ensure the children completed their home learning in line with expectations. Attendance in the summer term was closely monitored. Children with poor attendance were issued with attendance support plans and virtual or over the phone meetings were held with parents and carers. Attendance plans will continue in to autumn term to ensure key children are attending school and establish good routines at the start of a new academic year.

We purchased teddy bears for a 'welcome return' for all staff and children. We ensured that all children were happy, safe and settled.

Yoga sessions were provided for all children in school in the summer term. The children completed weekly sessions to focus on their mental health and provide them with strategies to use at home and school to support their wellbeing. Our emotional resilience and wellbeing interventions continued in the summer term. These sessions focused on children who had been identified as needing additional support or experienced difficult times during lockdown and required additional strategies and support in school. Intervention feedback shows that the children made progress in these areas and grew in confidence to share their worries and concerns with others.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme
DB Primary for Remote Learning- ceased for 2023
Lexia
Accelerated Reader
MARK- PIRA and PUMA Standardised Tests
Launchpad for Literacy
Weekly Yoga programme- ceased 2023
Weekly Motor-skills programme
TT Rockstars

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Summer 2022 Evaluation	Governors
Teaching Priorities	M2 Teacher employed for 1 year to teach a class of 16 Y5 pupils with 50% PPG. Of the 8 PPG, 6 children are now working at expected in Reading and Maths.	All governors via Governor Hub
Targeted Academic Support	39 children had access to tuition from our School Led Tutor.	
Wider Strategies	<p>Accelerated Reader resources have been reviewed and additional bespoke resources ordered for our children.</p> <p>Bespoke Leadership support for our English lead.</p> <p>AR report from English Lead shows that 66% of pupils have made above levels of progress.</p> <p>All staff undertook ELS training. Resources purchased.</p> <p>Book packs and resources were purchased for all children in EY.</p> <p>Pupil Passports ensure that cultural capital is prioritised for all pupils. For this year, they have included Kingswood, beach, cathedral, Arts Award at Ushaw College, Farm and various sports festivals.</p> <p>Stay and Read sessions for parents Y1-6.</p> <p>Attendance rewards purchased and given to children- promoted on school facebook page.</p> <p>Breakfast club in staffed- 25 children attending across the week.</p> <p>SALT support and interventions took place for whole class, and targeted individuals.</p>	

Forest School sessions take place weekly. 2 members of staff are now fully trained to deliver these sessions.

Apps are promoted and utilised in class and encouraged to be used at home. This has had a significant impact, especially in spelling.

Whole staff briefings throughout the year on restorative approach and zones of regulation.

Every child has accessed yoga across the year, including EY.

7 children have accessed bespoke resilience support.

COL training has given 2 staff access to EPS surgeries.

The Mental Health Lead has accessed training.

13/10 Wellbeing Champion, 26/11 and 8/12 Anna Freud Programme of support, and 6/6 Triple A CAMHS

November 2023: Evaluation

Reviewed with PP Governor sharing specifics with small cohort data, which can't be published on here, as children will be able to be identified. PP groups often do better than nonPP, particularly in Y6 Maths SAT this year.

We continue the need for emotional resilience and regulation for many children. There is an identified need for this to be whole family support.

Attendance continues to be a concern. School staff are all supporting this. We work closely with the AIT at DCC.

Children in EY are prioritised for vocabulary/conversations as every conversation is a teaching point, and staff have 1000 conversations each day.

Staff continue to support families to read at home.

Class Passports continue to feature in every class.